

Community Meetings
LCFF/LCAP/Strategic Plan
Pinole Middle School
January 21, 2014

Flip Chart Notes

Q1. The LCFF requires that we target new resources to low income students, English language learners and foster youth. What services or programs could we provide and how could we provide them as academic support?

- Tutoring – bilingual where possible
- Bring back bilingual grad tutors after school support and or support in classrooms
- Bring back bilingual aides to support EL's in class and after school
- Provide classes for parents (EL's) on how to support students at home. GED, ESL, Comp. Lit for EL parents
- Provide tutoring, health services for LI and foster youth at elementary, middle, high schools
- After school learning center to support kids at elementary, middle and high school
- Fidelity to ELD program / required instructional minutes at all elementary schools no matter the % of EL students
- Clarify policy around social promotion for kids who have been retained / time and give parents communication with appropriate consequences
- Additional tutoring and counseling K-12
- Academic enrichment programs (MESA for elementary)
- Develop a process to support foster youth: mentorship, business involvement, more collaboration with Social Services, extra tutoring, rigor
- Creation of intervention programs for struggling students (Academic)
- Embedded into instruction – rigorous and accelerated
- Visit similar districts and look at their intervention programs. Emulate what works.
- More classroom support; aides, staff to ensure No Child is Left Behind
- RTI model – more support to implement (esp middle school)
- Training, planning, support and funding to implement
- Expand dual immersion program
- Interschool collaboration
- Expand book mobile program (summer)
- Extend school day for targeted groups (intervention)
- Trained staff for push-in to classroom (smaller groups)
- Continue PD to targeted students with need
- High school volunteers for writing programs
- List of sites to obtain tutoring PD for parents to support kids in different areas of academics
- PD to support ELLs
- Strong content based support science, history....
- Metacognition, learning modalities for teachers and students
- Career Tech programs

- Extended learning
 - In addition to credit recovery
 - A-G recovery
 - Mitigate summer learning loss
 - Extending length
- Afternoon and evening classes
- Tutorials / homework centers, esp in higher level classes
- English support for ELs after school
- Specific writing support for EL students
- Academic tutorials during the day
- EL learners – locally funded graduate tutors
- Return of instructional aides
- After school instruction with a credentialed teacher
- Computer technology available at home – access / ways of doing it
- Keep computer labs open late into the evening
- Keep library open / adding a bilingual library to each school
- Small group intervention during the school day
- Explore available resources outside of the district (e.g. Chevron) to support above ideas
- Fund libraries for every school – open all week
- Implementing other dual immersion programs throughout the district
- Transportation, bus passes
- I.A. in every classroom
- Counseling Session – trained person running groups, program in Portland
- Training for teachers ongoing, relevant, social emotional, “ Compression Education”, “Mindful Education”
- Strategic tutoring
- Class size reduction
- Restructure Learning Center
- Intensive intervention for students who are not on and IEP
- Entry program new courses
- Staffed library and tech lab, hub of school
- Provide healthier options for lunch and breakfast

Q.2 What services or programs could we provide and how might we provide them as socio-emotional support?

- Coaching support to help teachers implement restorative justice. Ongoing training and support. Hire a person for onsite support.
- More counseling / health service support, esp. middle school
- Bring back asp that support curriculum for all students
- Bilingual social worker rat each school, bilingual school community worker at elementary / middle / high
- Parenting programs to support families of EL’s, LI and FY – and all parents
- Survey or questionnaire to reach and investigate needs of all families

- Section in school libraries or parent resource center(s) on campus with books, computers, and resources
- Counselors, counselors, counselors, counselors – K-8 also.
- Health centers across district should have robust mentoring program. On-going and consistent (role models)
- Visualizing what we want students to strive for district-wide, understanding the “pulse” of the school
- Internship programs
- Change the focus of summer school to be one of enrichment, acceleration
- Make time in our day to support our students
- Extend PD for parents to support social emotional needs of students
- Proactive vs. reactive for students
- Counselors (Consejeros en la escuela)
- Playworks – expand to all schools
- Increased contacts between parents and teachers
- GATE: dedicate one person to provide support in this area
- Mindfulness based programs
- Informing principals of different partnerships in community
- PD around sex education for parents
- FY: support, experts, foster care communities
- Expand health centers at high schools, elementary level access
- Counselors for elementary and K-8
- Increase counseling services
- Student mentoring, using older students to support younger students
- Increased training, implementation of trauma-informed practices
- Basic services, providing meals, physical fitness for students beyond 10th grade
- PE teacher / block for elementary with innovation
- Expand health center programs to middle schools
- Anti-bullying training and assemblies for students and staff
- Conflict resolution training for students to build their skills – progress beyond elementary school....ongoing
- Robust augmentation and implementation on “BEST”, “Tool Box” and “Restorative Justice”
- Clear, consistent consequences
- Peer mentors for students
- Violence prevention (partnerships), training and awareness for staff
- Real life money management
- Smart technology
- Parent education with support groups
- Community service
- More effective identification of student and family needs
- Counseling for all who need it
- More parent – school communication, families nights, (how to support your children in academic areas)
- Asking student how they feel, student survey

Q3. What other wrap around services – e.g. health, vision, attendance, parent engagement for non-English speaking parents, special services for foster youth – should we be considering?

- Vision / hearing screening results accessible to faculty (Power School?) Emergency care?
- Health clinic with vision / dental screeners / vaccines available for families at school sites
- School psychologists (not shared by many schools)
- Middle school, high school health clinic to address /counsel students in areas of sexual health
- Physicians assistants at school sites
- Collaborate with non-profits to provide services, ex. Social services, BBK, etc.
- Equal access to computers, WiFi, instruction
- Scholarship programs esp. for foster youth
- Strategic outreach for these students
- ILS program – collaborate with them for life skills
- Life resources available by region for the principal, stakeholders
- Increase collaboration around these wrap around services, include special ed students
- Community volunteers to reach out to family when students are absent
- Expand on language classes to parents
- Home visits. Communication in home language
- Build opportunities for teacher – parent communication, e.g. coffee Tuesdays
- Include more translation services for communication
- Home health clinics for students / parents
- Support services at walkthroughs
- Classes for parents, college apps, etc.
- Look critically at registration systems, how to get more information from parents in order to provide services
- Mobilize parent volunteers
- Improve follow through with prospective volunteers
- Provide meaningful tasks for volunteers
- Make it easier for parents to navigate systems
- Make paperwork and fingerprinting more accessible
- Periodic school site availability
- Leverage times they are on the site – Back to School Night, Walkthroughs
- Family Resource Center
- Meetings at various times throughout the day to accommodate family schedules
- Breakfast for all students
- How do we engage non-English speaking parents
- Mental health services for students and parents
- Family wraparound services – bring back
- Counselors who reflect the diversity of the district
- Counselor interns
- School community workers for attendance
- A2A automated letters concerning attendance
- Parents educated on attendance – importance in scheduling appointments
- Providing vision and dental services (one within each high school family)
- Glasses to every child who needs
- Keep alternative schools

- Breakfast at all schools
- Nutrition education
- Phys. Ed, art, drama, music, tech
- Feed parents who need it
- Parent rooms – tech is available
- English classes for parents
- Garden
- Every site community outreach worker
- Bilingual parents to support classroom
- Connecting with students over summer
- Summer camp with technology – game based learning

Q.4 What kinds of support should we provide to our school staff, especially teachers to improve outcomes for low income students, English language learners and foster youth?

- Readers to help screen secondary English assignments
- Smaller class sizes at secondary level
- Professional affiliations for teachers – district reimbursement for membership
- Grad tutors to assist teachers with workload (ie. ensure no plagiarism), CCSS rubric matrix for assignment screening
- Instruction assistants for teachers
- School grant writers to bring in more \$\$
- Increase vertical alignment / collaboration between elementary, middle and high school faculties by subject area
- Districtwide math diagnostic testing (before MS and before HS)
- Ensure teachers have all materials they need to teach (curriculum, paper, pencils copiers, etc.)
- More awareness of SST process. More collaboration with external partners. More support from district
- More training
- More positive role-modeling in afterschool programs for foster youth
- Forums to continue professional development
- Decrease class size at secondary
- Bring in more aides and use collaborative model
- Give teachers the time they need to collaborate and connect across the curriculum
- Have teachers create curriculum collaboratively – share best practices
- Teachers need access to student data, help teachers learn how to analyze and inform
- More PD on assessments (formative)
- Support for new teachers
- Keep highly qualified teachers
- More T.A.'s to support in the classroom
- Full-day teacher, D.D.I planning, collaboration
- Specific PD for K teachers and support staff
- More coaches for classroom support
- District support to incentivize - National Boards, 5K – 1-K more a year
- Bring back I.S.

- Customer service for clerks
- Content based coaching, with modeling
- Differentiated PD
- Expand psychological services for entire school staff
- PD around DDI
- Giving sites autonomy to prioritize different PD based on their needs
- District partner with professional organizations, local community, stakeholder, ie. principal for a day at no cost to WCCUSD
- Parent volunteers, welcome and facilitate their application process
- Support teachers in providing lessons that are related to real-life practices
- Teacher aides well trained in subjects
- Culturally responsive pedagogy, look critically at curriculum and materials, strategies, providing PD, materials available in library, access students' prior knowledge
- Provide basic supplies to students
- Elementary / K-8 ensuring EL services don't conflict with core instruction
- Examine hiring practices to provide for highly trained professionals
- Build on strong foundation by providing ongoing PD
- Mandated training for staff concerning EL students
- Training on homeless and foster youth...how to work with them effectively
- Resources within the classes to support students – technology EL aides, graduate tutors, bilingual materials (culturally responsive)
- Incorporating student talk / conversation within the classroom
- Providing training to graduate tutors, instructional aides, after school staff
- School site open late for undeliverable students on the bus...could be spread across several grade spans
- Resources to support homeless and foster youth (basic immediate needs – coats, blankets, etc, could be one school in each family)
- Trained aide in every classroom
- Consistent recognition for teachers
- Finger printing, badges, central services go to the schools
- School or family grant writer, outreach coordinator, can recruit
- More paid planning time for teachers
- Materials
- Updated tech and training
- Website
- Improve communication
- Collaboration between sites